



Rose Hill Primary School: Our Therapeutic Approach to Behaviour

A Guide for Parents, Guardians, and Staff: Fostering Emotional Wellbeing and Inclusive Learning

Our Foundations: Expectations & Values

The Three Golden Expectations

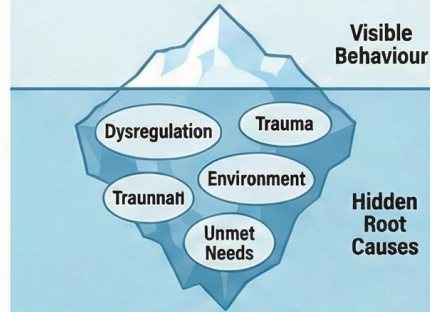


All pupils must strive to ensure a positive environment for everyone.

The 6Rs for Valued Behaviour

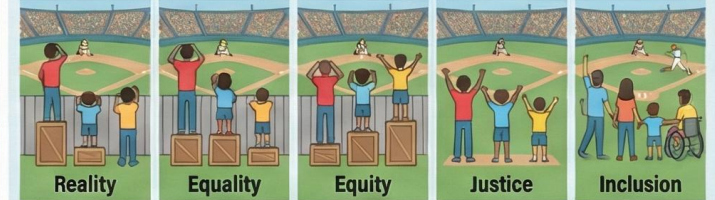


The Therapeutic Philosophy Analyse, Don't Moralise



We look for hidden root causes rather than using blanket punishments for visible behaviour.

Inclusion: Beyond Equality



We move beyond "equal treatment" to "equity" to remove systemic barriers to participation.



Helpful Feelings = Valued Behaviour:



Positive experiences create helpful feelings, which in turn drive the positive, valued actions we see in the classroom.



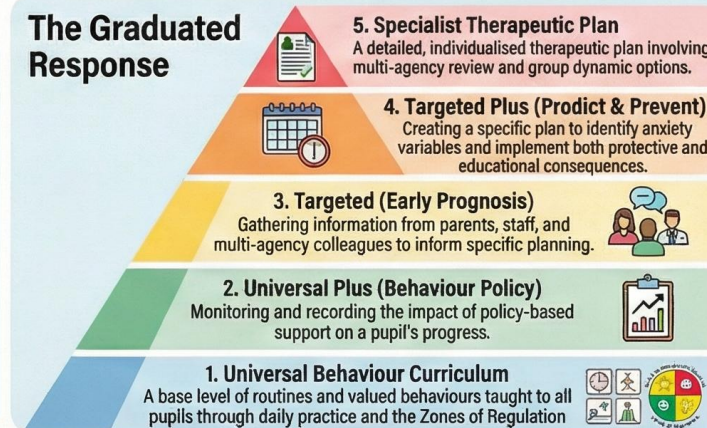
Restorative Debriefs

After an incident, we use a curious, non-critical process to explore what happened, who was affected, and how to repair the harm.

Managing Behaviour & Consequences

 Protective Consequences (Manage immediate risk)	 Educational Consequences (Teach new skills & return freedoms)
<ul style="list-style-type: none"> Limit freedoms Temporary increased staff ratios Limited access to outside space Differentiated teaching space 	<ul style="list-style-type: none"> Rehearsing positive behaviours Social stories Researching implications of one's actions

The Graduated Response



SLANT for Learning

- S - Sit up straight**
Students sit up straight and pay attention to be physically ready for learning
- L - Look at the speaker**
Maintaining eye contact with whoever is speaking to show respect and focus
- A - Ask and answer questions**
Engaging actively with the content while following classroom turn-taking rules
- N - Never interrupt**
Waiting for the speaker to finish before contributing to the discussion
- T - Track the teacher**
Keeping focus on the teacher as they move or demonstrate concepts